

## Research on Children's Creative Thinking

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**Abstract:** With the diversified development of society, in order to meet the requirements of the times, the society's requirements for talents are getting higher and higher, which makes the depth, breadth and width of talent training has to face continuous challenges. When the slogan "Creative China" was eagerly proposed, people were constantly introspecting. In fact, innovative consciousness is cultivated from an early age. As a successor of socialism, children and children are the leading group for future social development. Naturally, they are the key to shouldering the mission of "Creative China". The fundamental purpose of children's art education. What's more worth mentioning is that the comprehensive discipline of children's art education plays a very important role in talent training, and it also plays a role in mobilizing children's enthusiasm and increasing children's sense of participation in other courses. Therefore, based on the current state of art education, the author uses literature as a theoretical basis to try to analyze the impact and role of art education on creative thinking, physical and mental development, emotional intelligence and other aspects of children's growth during the process of graphic creativity. The actual case summarizes the application effect of graphic creation in the actual teaching of children's art, and puts forward some of its own reflections for the current children's art education industry and institutions or practitioners participating in the children's art education cause for reference.

### 1. Introduction

After deviating from the original intention of education. Art education, as a diversified subject, should not be set up just to achieve the goal. He undertakes the mission of cultivating students 'interest and developing students' innovative thinking. In children's art education, most children are in the pre-school stage. It is an important period for cultivating student interest and developing students' creative thinking. It is even more important to correctly understand the teaching purpose of art education. At this stage, most children's art education relies on off-campus art training institutions. Out-of-school training institutions have a great advantage in the creative environment and specialization compared to on-campus art classrooms, but the disadvantage is that out-of-school teaching institutions the purpose is profit. In order to maximize benefits, they often set up courses according to parental preferences, instead of truly child-oriented and fulfill the responsibility of education. The author believes that this is not an optimistic phenomenon. The author once participated in the internal teacher training of a children's art education institution. At the training site, the training teacher trains the trained art teachers (the trained teachers are all graduates of art majors). A test: Teachers are asked to use the three elements of the sun, tree and house separately. These three elements are freely combined into a painting and presented on paper. Five minutes later, when the trained teachers raised the drawing paper in their hands, they couldn't help but be surprised. Even more than 90% of the teachers, regardless of the composition or the shape of the picture, even the positions are surprisingly similar. It seems that they came from one person. Everyone looked at each other and couldn't help thinking. What a terrible phenomenon this is, the living environment and life experience of the teachers from all over the world are different, why do you have the same idea? In the final analysis is the problem of our art education teaching model and teaching methods in the 1990s. The lack of free and flexible innovation consciousness, creating a conservative, rigid and unified thinking mode was the inevitable result of the art teaching model at that time. In today's diverse and inclusive society, free and open, we do not want to develop such stereotyped thinking, people need to change the inherent concepts and attitudes of art education

urgently, and there is no time to delay. In the context of the promising art education market for children, the correct concept of art education should be valued. Since the reform and opening up, art education has been paid more and more attention. Whether it emerged from the out-of-school art training class or the regulations promulgated in the school, it has proved that art education has become a subject that people pay more and more attention to. However, despite this, people's evaluation of art education is solely based on whether the work meets the public's appreciation level as the only standard. In this case, a phenomenon that will inevitably appear is that the entire art education industry will be biased towards purposeful Teaching, that is, the work-oriented teaching method is presented in a simplistic, modular, or even standardized way. The teacher teaches the course by indoctrination, and the students passively accept the indoctrination, which is the same as the learning mode of other disciplines. The evaluation results are based on the quality of the work and the grades. This kind of teaching method will get some results in student skills and experience. It is undeniable, but it is an obliteration of the cultivation of students' creative thinking and the development of autonomous consciousness. In such a large environment, students are very passive rather than actively exploring and learning in the process of receiving teaching. The inflexible teaching of the indoctrination mode will reduce the students' interest in learning and encourage a group of students who are originally interested in art to be interested in art. Teaching produces the wrong impression, thus making art education lose its free value.

## **2. Principles of Creative Thinking Development in Children's Art Teaching**

Children's art teaching is the basic teaching of learning painting in childhood. Therefore, teachers should develop and apply their imagination and creativity in the early stage of children's learning of drawing art, which is also the only way to cultivate creative thinking and an important part of children's art teaching process. At present, art education should focus on cultivating children's creative thinking ability, tap children's creative potential, and cultivate children's creative ability and execution ability in an all-round way. Only in this way will children's creative thinking not be suppressed in childhood. The cultivation of children's creative thinking in art activities requires the following principles.

For children's art teaching, everything should be centered on children to cultivate students' creative thinking ability. In the previous traditional teaching, there has always been a tendency to be teacher-centered and classroom-centered. This kind of teaching not only hinders children's self-development and bold performance opportunities, but also makes children mechanically imitate the teacher's model in the classroom. As a result, it is difficult to cultivate creative ability, and children cannot actively explore and create. The principle of subjectivity here shows that children should be the center to cultivate students' creative ability in teaching. The traditional teacher-centered approach should be transformed into teaching guidance and inspiration for children in teaching, indicating the direction of creativity for students, and assisting children to think independently, selecting innovative elements and applying them to the picture, in order to learn the ability to think creatively. Therefore, we must carry out a series of art activities from multiple angles, centering on children, freely choose the art activities that interest us, and boldly try to explore, open thinking, and think, experience, feel, and express independently. Freely express your feelings and feelings freely, express your own inner emotions, experience the fun of painting activities, and then obtain spiritual and psychological satisfaction. Only in this way can the children's subjective initiative be strengthened and actively participate in art activities. Take children as the center to give full play to the subjectivity, so as to cultivate independent creative thinking ability.

The last is the flexibility of the teaching environment. Whether it is teaching in or outside the art class, teachers must create an environment where children's creative thinking can be effectively played, so that children's creative thinking can be well enlightened. For example, in the classroom teaching, teachers can use games, music, drama, imitation, etc. in the teacher or outdoors, to question children, develop a rich imagination, and draw a rich and creative picture exaggeratedly. In extracurricular teaching, teachers can lead children out of the activities in the classroom, look at nature, observe the growth of creatures in nature, etc., which can also increase children's interest in

art activities, and creative thinking skills can be very natural and fast Burst out. “Made by foreign teachers” is an important rule that Chinese traditional paintings are constantly advancing, and it is also a necessary way to cultivate creative thinking. Make extracurricular art activities more vivid and interesting. Teachers can lead children out of school, take children to observe flowers, birds, insects and fish, and go to the park to sketch. Long-term perseverance will enable them to experience nature gradually and observe life with an aesthetic eye, so that they can create an image of the world and the beauty of life with pen records.

### **3. Ways to Develop Creative Thinking in Children's Art Teaching**

The teaching purpose of the “New Curriculum Standards” of full-time compulsory education in primary and middle school art teaching is to learn the most basic painting skills and knowledge of art in the process of art teaching, increase children's interest in painting and practical skills, and cultivate children's external skills The aesthetic power of things fully enhances children's creativity. In order to cultivate children's creative thinking ability in the school's art classroom, teachers pay special attention to the cultivation of students' hands-on ability and creative thinking ability according to the requirements of “New Curriculum Standards”. Its educational purpose is: let the art education develop horizontally. Cultivate students 'sentiment, guide students to participate in cultural inheritance and exchange, promote the comprehensive development of students' personality, and pay attention to comprehensiveness.

Out-of-school art teaching is actually a relatively independent system. What is more important in out-of-school art teaching is the cultivation of children's interest performance and creative thinking ability. The knowledge of out-of-school art teaching and in-school teaching can be interlinked. In-school teaching services. The theoretical redundant practice in the content of art teaching outside the primary school, to a certain extent, lacks the emotional experience and personalized artistic performance of the students, which makes most students lose their interest in art classes on campus, plus the short time of art teaching on campus , (Maximum two lessons a week), teachers can not improve children's hobby of art classrooms and difficult to guide students' creative ability in a short time, the difficulty of teaching has not been resolved in time. Therefore, in this study, the author takes the off-school art teaching activities as an example to develop children's creative thinking ability.

At present, the cultivation of children's creative thinking is very lacking. This is not only the responsibility of teachers. Parents also play a very important role in the cultivation of children's creative thinking ability. Children have very little time in the art class. Therefore, the cultivation of children's creative thinking ability can not be carried out from the courses inside and outside the school. Children spend a lot of time at home. Parents should take up the task of training children's creative thinking. Most children are full of curiosity and doubts about things in this world, but they cannot independently recognize and think, which requires parents to give correct guidance. When children see something, most children will initiate their innovative thinking to associate with other things or things. As parents, we cannot catch the innovative thinking of killing children. The correct guidance method of parents will make children's innovative thinking develop smoothly. Therefore, the cultivation of children's innovative thinking requires parents to guide through many methods. Parents should be able to find children at anytime and anywhere in their daily life and inspire them. Only through the continuous efforts of both parents and teachers can the children's innovative thinking be continuously improved. Especially in the daily lives of children and their parents, parents can ask questions that inspire and inspire children's creative thinking anytime, anywhere, and randomly.

### **4. Conclusion**

The development of creative thinking in children's art education in my country is still in the initial development stage. The teaching of creative thinking training is still in the exploratory period, and the theory and practice are not mature enough. However, the demand for talents in “cultivating

creative thinking in art teaching” in today's society is indeed limitless. Although we have learned to cultivate creative thinking in art teaching in this classroom study, it does not mean that we can easily cultivate large number of talents with creative thinking. As long as we put this awareness throughout the teaching process, our children's art education in the future will reach a new height. This thesis explores the significance of children's basic art teaching for the development of children's creative thinking ability. For so many years, my country's children's art education has many deficiencies and shortcomings. The idea of this study believes that children's art education is a necessary, important, effective and irreplaceable discipline for the cultivation of creative thinking in small and medium-sized children.

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